# Approved For Release 2003/03/27 RDP54-00252A000200060007-5

## CONFIDENTIAL

#### ADMINISTRATIVE - Hall

I. General: Flow handling of personal mail and apparent consorably without adequate explanation.

Specific: The handling of personal sail during the training period in the South was criticised by most of the students from the standpoint of delay is fermerding letters and telegrams. In addition, several letters came through that had been opened and re-scaled with South tape suggesting some form of crude consorably although the students had been informed that none would be exercised with respect to their personal correspondence.

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#### ADELBUSTRATIVE - PAY

II. General:

Confused nature of apy situation regarding evertime, per diem, payment of saleries, and explanation of size of checks.

Specifics

Pay is confused with many students getting their checks late, or not at all, unless they institute personal action. Hany students are in ignorance regarding whether or not they are receiving per diem, their status with respect to overtime pay, and the exact basic upon which their checks are computed.

The problem of who receives per diem and who does not has still not been settled adequately in the minds of the students, particularly those who resided in the Washington area prior to resputment and consequently are inaligible for pur diem payments.

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#### ADMINISTRATIVE - Eciding

III. <u>General</u>: Imadequate planning of pool activities of students awaiting formal training.

Energific: During the period of time spent in the pool prior to training, many of the students felt that little real thought had been given to planning their work activities. Seing recruited in many cases on an ideological basis, they felt a real need to make centribution and resented sitting idly drawing their pay, or doing "made" work then they could have been preparing themselves for their projected assignments.

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#### ADMINISTRATIVE - Future Assignments

TV. General: Insdequate orientation of the students with respect to their future assignments.

Specific: The students feel a real need for orientation by their respective branches prior to, during, and after training regarding the exact nature of their future assignments and the steps they can take to prepare themselves more adequately, outside of the formal training program, to cope with the problems with which they may be confronted.

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#### ADMINISTRATIVE - Brench Griegtetion

V. Ganeral: Inadequate comprehension on the part of branch personnel regarding the exact nature of the training given in the paramilitary program, and the shilities end skills of the graduates thereof.

Specific: Upon completion of training many of the students were dismayed by the lack of knowledge their respective branches had regarding the exact mature of their training, the types of projects to which they were to be assigned, and in some cases even the names of the students assigned to them. In addition, many of them felt that their branches not only did not know very much about them, but, had little interest.

A factor affecting the morale of the paramilitary personnel since their return from training has been the attitude occasionly expressed in their branches that graduates of the program are "smeele-man," "bosh-throwers," "jumpers," and members of the "wheelbarrow brigade." Seemingly, branch personnel frequently consider them fit only for work requiring brawn and brute force and do not regard the graduates of the program as being espable of handling assignments calling for intelligent staff planning. As a consequence, many of the paramilitary students feel they are not really important cogs in the intelligence machinery and have been recruited on a false basis.

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#### ADMINISTRATIVE - Non-graduates

VI. General: Personnel disposition of students voluntarily dropping out of paremilitary training progress.

Probably the major factor affecting the morale of Specific: the students in paremilitary training is the personnel disposition of individuals who resign from the program. It is generally felt that a way to get shead in the agency is to drop out of paramilitary training and return to staff duty with GFC. True or not, the graduates of the paremilitary progrem feel that the students who drop out are promoted more rapidly than those who remein, that the drop-outs are in a better position from the standpoint of a career in the Agency, are more likely to go oversume in a staff and plenning especity, and ere, in general, considered by their branches to be as highly qualified as the students who complete the full peremilitary training cycle.

ADMINISTRATIVE - Dreft eligibility

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VII.

Comparal:

confusion on the part of draft-eligible students regarding their exact status with respect to the military.

Specific:

The question of draft status has aroused considerable anxiety on the part of students. Heavy are beginning to realize that they are only delaying the inevitable inassuch as employment with the Agency does not constitute military service. There is a feeling that the best thing they can do now is to resign from the Agency, try to got a military commission and get their military service out of the way. At present, they feel they may serve in the Agency for a number of years and then, when they decide to resign or the Agency terminates their employment, find themselves drafted as privates at a relatively nature age.

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RECRUITMENT - Urgency

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II. General: "Hurry up and wait" nature of original reporting to Washington.

Specific: Many individuals were ordered to report to Washington immediately and, after hurriedly settling their personal affairs, arrived here, in a peol for periods of several weeks or months with little or nothing to do.

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#### RECRUITMENT - Briefing

I. <u>General:</u> Inadequate briefing at time of original contact regarding cover, and nature of training and future assignment.

instilic: Individuals were recruited for the Paramilitary program, in many cases, without adequate briefing regarding the type of work to which they were to be assigned. Jump training was exphanistically discussed in terms of "possible emergencies" and many of the students had no idea they were going to undertake full jump school training. Although they did not recent the training, they did recent the misrepresentation at the time of original recruitment.

At the time of original recruitment few, if any, of the students were instructed not to tell their families and friends they were going to work for the Agency, and by the time they were supplied with a cover story their acquaintences were already informed of their true status making cover exceedingly difficult, if not impossible.

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These small pages record the concluding remarks. Probably they are of little reginificance, but for whatever they are worth, here they are.